

**NURS 317  
Spring 2004**

**The Development and History of Nursing and Healthcare**

**Faculty:** Linda Howe, Ph.D., RN, CS

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**Office Hours:** Mondays 1-3 PM; Thursdays 1-3 PM

**Class Time and Day:** Tuesdays and Thursdays  
0930-1045  
312 Edwards Hall

**Course Description:**

An elective course designed to increase the student's knowledge base in the development of nursing and healthcare from ancient to modern times. The student will gain appreciation for the challenges, struggles and accomplishments of historical figures. In addition, the student will have a deeper understanding of how changes occur in the nursing profession as related to societal changes, in order to build strategies for effecting change in the future. It will also place the development of nursing in the development of healthcare context. Application of knowledge will be demonstrated through written work and oral presentation of historical research. Students enrolled in other health science programs (other than nursing) are welcome to take the course.

**Credits:** 3

**Pre-requisite:** None

**Objectives:**

Upon successful completion of this course, the student should be able to:

1. Integrate various branches of human history with the development of the nursing profession.
2. Develop attitudes and ideals related to future development of the profession of nursing.
3. Identify storehouse of historical information for future use.
4. Research critically the sources of nursing history to balance different viewpoints and to reach reasonable conclusions.
5. Identify the gradual process of the development of nursing's Code of Ethics.

6. Discuss influences, issues and trends in the development of professional nursing.
7. Place the development of nursing in the backdrop of the history of healthcare.

**Topical Outline:**

Jan 10	Course introduction
Jan 15	Identifying Historical threads
Jan 17	Ancient civilizations and primitive nursing in BCE times
Jan 22	Christian Era CE 1-500
	<b>Selection of Books and Historical Leaders</b>
Jan 24	Early Middle Ages: CE 500-1000; Medieval Hospitals and nursing orders
Jan 29	Library Day
Jan 31	Cont'd Early Middle Ages Quiz I
Feb 5	APA Format
Feb 7	Late Middle Ages CE 1000-1500 Artisans and Military Influences
Feb 12	Military Nursing
	<b>Historical Leader Paper Draft Due</b>
Feb 14	The Reformation and Dark Ages of Nursing
Feb 19	Scientific and Medical Advances
Feb 21	Social Reforms
	<b>Historical Leader Final Paper Due</b>
Feb 26	Nightingale Quiz II
Feb 28	Presentations
March 5	Development of Nursing in the US
March 7	Civil War Nursing/Healthcare
March 12	Early Schools of Nursing
March 14	Turn of the Century: VNS/FNS
March 26	Early Nursing Organizations
	<b>Book Critique Draft Due</b>
March 28	Presentations
April 2	Nursing Education reform
April 4	Spanish American War/WWI/WWII/Vietnam Influences
	<b>Final Book Critique Final Paper Due</b>
April 9	Minorities in Nursing Quiz III
April 11	Nursing research and theory: advent and today's debates
April 16	Era of Change and Challenges
April 18	Our Golden Age: The Future/Presentations
April 23	Presentations
April 25	The Future Continued/Presentations

Exam 4/27-5/4 TBA

## Written Assignments:

### Historical Figure Paper

Each student will select a historical figure in nursing to do a short (5 page) report. This report will summarize the life of the figure, but more importantly outline the individual's contribution to nursing or healthcare. A list of possible figures will be available the first class period. Writing will be evaluated for strength in content and structure, mechanics and style and use of APA documentation. This information will be presented in a short 5 minute class presentation.

### Book Critique

Each student will submit a critique of a historical based nursing or healthcare book to be approved by the instructor. The final paper will count 20% of the course grade. Writing will be evaluated for strength in content and structure, mechanics and style and the use of APA documentation. The students will select their books from a list. A presentation of the critique will be delivered to the class of no longer than 10 minutes in length.

### On-Line Discussions and Journals

Students will participate at least weekly on reflective questions on MyCLE discussion board to encourage them to reflect upon the past and apply this to their nursing lives/health science profession, or discover what it means to be a nurse.

### Methods of Evaluation:

CLE Journal/Discussion	10%
Historical Figure Paper	10%
Quizzes	25%
Critique Final Paper	20%
Presentation	10%
Final Exam	25%

**Text:** Assigned articles

*Publication Manual of the American Psychological Association* (5<sup>th</sup> Edition).

Baer, E.D. (2002) *Enduring Issues in American Nursing*. New York: Springer Publishing Co.

### Academic Integrity

"As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a 'high seminary of learning.' Fundamental to this vision is a mutual commitment to truthfulness, honor and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a

Clemson degree. Therefore, we will not tolerate lying, cheating, or stealing in any form."

From Provost Helms through Dean Cheatham, 8/07/00